



The Effect of Socioeconomic Factors on the Psychosocial Well-Being of Youths in Ikenne Local Government Area, Ogun State, Nigeria

ABSTRACT

This study specifically examined the effect of socioeconomic factors on youth psychosocial outcomes and assessed the current level of psychosocial well-being among youths in Ikenne Local Government Area, Ogun State. A descriptive survey research design was adopted. The target population comprised youths aged 15–35 years residing in the study area. Using Yamane's (1967) formula, a sample of 200 respondents was selected through multi-stage sampling techniques. A validated structured questionnaire with Likert-scale items was administered to collect data on socioeconomic variables and psychosocial well-being indicators. Data were analysed using descriptive statistics (means and standard deviations) and multiple regression analysis with SPSS version 26. Results indicated moderate socioeconomic challenges among respondents (overall $M = 2.77$, $SD = 1.04$), with low household income, unemployment/underemployment, and restricted digital access emerging as dominant stressors. Despite these constraints, youths reported a generally positive level of psychosocial well-being (overall $M = 2.97$, $SD = 0.90$), demonstrating relatively high life satisfaction ($M = 3.14$), optimism about the future ($M = 2.93$), effective stress-coping abilities ($M = 3.08$), and strong perceived social support. Regression analysis revealed that socioeconomic factors collectively explained 54.6% of the variance in psychosocial well-being ($R^2 = 0.546$, $p < 0.05$), with employment status and income level as the strongest predictors. The findings highlight both the resilience of youths in Ikenne LGA and the significant influence of structural economic conditions on their mental and social health. For social work practice, the study underscores the urgent need for integrated, community-based interventions that combine economic empowerment programmes, accessible mental health support, skill acquisition initiatives, and strengthened family and community networks to sustain and enhance psychosocial well-being among Nigerian youths.

Keywords: *Socioeconomic Factors, Psychosocial Well-being, Youth Resilience, Unemployment, Social Support.*

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I. Introduction

Youths represent the most dynamic and numerically dominant segment of the Nigerian population and serve as the primary drivers of social, economic, and political progress (Olonade et al., 2022). Yet, in many semi-urban and rural communities, their psychosocial well-being which is defined as emotional stability, life satisfaction, social connectedness, as well as the capacity to cope with daily stressors is increasingly threatened by structural socioeconomic conditions. Psychosocial well-being is not merely the absence of mental illness; it encompasses positive psychological functioning and meaningful social relationships that enable young people to thrive (Keyes, 2022).

When these foundations are undermined by poverty, unemployment, low income, poor housing, and limited access to education and technology, youths face heightened risks of anxiety, depression, social withdrawal, and diminished life chances (Kirkbride et al., 2024).

This study focuses on Ikenne Local Government Area (LGA) in Ogun State, a semi-urban community characterised by a mix of educational institutions, small-scale enterprises, and traditional agrarian livelihoods. While the area benefits from proximity to urban centres, it also experiences uneven economic development, persistent youth unemployment, and infrastructural gaps typical of many Nigerian LGAs (Oriola & Brown, 2025). Understanding how socioeconomic factors shape psychosocial outcomes in such contexts is essential for designing localised social work interventions that promote resilience and holistic youth development.

Globally and within sub-Saharan Africa, socioeconomic status has been consistently identified as a powerful determinant of youth mental and social health (Kirkbride et al., 2024). Low household income, unemployment or underemployment, inadequate housing, and restricted access to healthcare and digital resources create chronic stress that erodes emotional well-being and social functioning (Olonade et al., 2022). In Nigeria, where youth unemployment remains persistently high and poverty continues to affect millions of households, these pressures are particularly acute (National Bureau of Statistics, 2023). National data indicate that young people aged 15–35 years constitute the largest proportion of the unemployed and underemployed population, with many trapped in low-paying informal jobs or complete joblessness (Ayodele et al., 2025).

In semi-urban settings such as Ikenne LGA, the situation is compounded by limited formal employment opportunities, inadequate social services, and widening digital divides (Oriola & Brown, 2025). Youths in this environment navigate the dual realities of aspiration and constraint: they possess relatively high educational attainment yet face structural barriers that prevent those qualifications from translating into stable livelihoods or improved quality of life. Previous studies conducted predominantly in urban centres have highlighted the link between socioeconomic disadvantage and poorer psychosocial outcomes (Qiu et al., 2020), but localised evidence from semi-urban LGAs remains limited. This study therefore addresses that gap by examining the specific effect of socioeconomic factors on youth psychosocial outcomes and by documenting the prevailing level of psychosocial well-being among youths in Ikenne LGA.

II. Statement of the Problem

Despite national youth development policies and the presence of educational institutions in Ikenne LGA, many young people continue to experience moderate to severe socioeconomic stressors that directly undermine their psychosocial well-being (Olonade et al., 2022). Low household income restricts access to quality education, healthcare, and technology; unemployment and underemployment generate chronic stress, loss of self-esteem, and social withdrawal; while poor housing and limited social support networks intensify feelings of hopelessness and isolation (Ayodele et al., 2025). These conditions create a cycle in which economic disadvantage translates into emotional distress and reduced social functioning (Kirkbride et al., 2024).

Although some youths demonstrate remarkable resilience, the absence of empirical data on how socioeconomic factors specifically influence psychosocial outcomes in this locality makes it difficult for social workers, local government authorities, and NGOs to design targeted, evidence-based interventions (Oriola & Brown, 2025). Existing studies have largely focused on urban populations or on single socioeconomic indicators rather than on the combined effect of multiple factors (Qiu et al., 2020). Consequently, policymakers and practitioners lack clear, context-specific guidance on the magnitude of the problem or the current baseline level of psychosocial well-being among youths in semi-urban Ogun State. This knowledge gap hinders the development of effective community-based social work programmes aimed at economic empowerment and psychosocial support. The present study therefore seeks to fill this gap by providing empirical evidence on the interplay between socioeconomic realities and psychosocial health in Ikenne LGA.

Research Objectives

The main aim of this study was to examine the effect of socioeconomic factors on the psychosocial well-being of youths in Ikenne Local Government Area, Ogun State. Specifically, the study sought to:

*Ascertain how socioeconomic affect youth psychosocial outcomes.
Assess the current level of psychosocial well-being among youths in the study area.*

III. Literature Review

Socioeconomic Factors

Socioeconomic factors refer to the social and economic conditions that shape individuals' opportunities, behaviours, and well-being. Among youth, key dimensions include education, employment and income, family background, housing conditions, access to healthcare and social services, and digital access (Kirkbride et al., 2024). These factors are widely regarded as social determinants of mental health because they influence both exposure to risks and access to protective resources. Education plays a critical role in shaping psychosocial outcomes. Higher educational attainment is associated with improved mental health, better employment prospects, and increased life satisfaction, while limited access to quality education and school dropout are linked to anxiety, depression, and reduced social mobility (Atilola & Ayinde, 2022). In Nigeria, disparities in educational access continue to reinforce youth vulnerability.

Employment and income are also central. Stable employment provides financial security and social identity, whereas unemployment and underemployment are associated with stress, low self-esteem, and poor mental health outcomes (World Health Organization, 2022). Family background further shapes early life experiences, as parental education and income influence access to resources and overall development. Youth from disadvantaged households are more exposed to adverse conditions that increase psychosocial risks (Wang et al., 2020). Housing conditions and access to services equally affect well-being. Poor housing and deprived neighbourhoods are linked to stress and mental health challenges, while access to healthcare and youth support services enhances resilience (Olonade et al., 2020). Additionally, social relationships and digital access have become important determinants. Supportive networks promote positive coping, whereas digital exclusion limits opportunities and reinforces inequality (Tan et al., 2020; Kirkbride et al., 2024).

Income Inequality and Psychosocial Well-being of Youth

Mental health problems are a major contributor to the global burden of disease and years lived with disability (Tibber et al., 2023). Although attention has increased on psychological treatment, the role of socioeconomic conditions—especially income inequality—remains critical in shaping psychosocial well-being. While higher national income is generally linked to better health, this relationship weakens at higher levels, suggesting that distribution of income also matters (Twenge et al., 2018). Income inequality focuses on differences in income distribution within a society. Evidence shows that individuals' well-being depends not only on how much they earn but also on their relative position compared to others. High inequality, often measured by the Gini coefficient, is associated with poorer mental health outcomes, including increased levels of depression and anxiety. Youth are particularly affected due to their sensitivity to social comparison and status differences (Folayan et al., 2019). Three explanations are commonly used. The social cohesion perspective argues that wide income gaps weaken trust and social support systems. The status anxiety hypothesis links inequality to feelings of inferiority and stress arising from social comparison. The neo-materialist view suggests that unequal societies invest less in public services such as education and healthcare, limiting opportunities for youth development. Income inequality is strongly associated with poorer psychosocial outcomes among youth, highlighting the need to address both economic disparities and mental health support.

Socioeconomic and Environmental Contributors to Mental Illness

Mental illness arises from a combination of biological, psychological, and environmental factors. While genetic predisposition and psychological experiences such as trauma and abuse are important, increasing attention is given to the role of socioeconomic and environmental conditions in shaping mental health outcomes. Environmental stressors—including bereavement, family disruption, financial hardship, and unemployment—are strongly linked to depression, anxiety, and related psychosocial problems (WHO, 2022). Broader conditions such as poverty, social exclusion, and community violence further increase vulnerability, particularly among young people. In low-income settings, factors like poor nutrition, limited healthcare access, and exposure to harmful environments

can contribute to long-term mental health challenges (Patel et al., 2018).

These risks are not fixed. Interventions such as education, improved nutrition, employment opportunities, and community-based support programmes can reduce exposure to stressors and strengthen resilience (Lund et al., 2018). However, mental illness also carries significant economic costs, including healthcare expenses and productivity losses, which are more severe in low- and middle-income countries with limited health systems (Trautmann et al., 2016). In contexts such as Nigeria, where unemployment, poverty, and weak social support systems persist, young people are particularly at risk (WHO, 2022). Overall, socioeconomic and environmental conditions play a key role in both the development and prevention of mental illness, making them central to effective intervention strategies.

Measures of Socioeconomic Factors

Socioeconomic factors are typically measured using indicators such as income, education, employment, family background, housing conditions, access to healthcare, social capital, and place of residence (Lund et al., 2018). These indicators reflect an individual's position in society and are closely linked to psychosocial well-being. Income is a key measure, as it determines access to basic needs and opportunities. Low income and financial strain are associated with stress, anxiety, and depression among youth (Patel et al., 2018; Gureje et al., 2015). Education is also important, with higher attainment linked to better opportunities and improved well-being, while low education is associated with poor life outcomes (Olonade et al., 2022).

Employment status reflects both economic and psychological stability. Unemployment and underemployment are linked to low self-esteem and social isolation, whereas stable employment supports well-being (Paul & Moser, 2009). Family background, including parental education and household structure, also shapes access to resources and emotional support (von Soest et al., 2022). Housing conditions and access to services further indicate socioeconomic status. Poor housing and limited infrastructure are associated with stress and reduced well-being, while access to healthcare and social services improves outcomes (WHO, 2022). Social capital, such as supportive relationships and community networks, also plays a protective role (Durowade et al., 2020).

Concept of Well-being

Well-being generally refers to an individual's overall quality of life, including physical, mental, and social health (Behere et al., 2017). It is often linked to happiness, life satisfaction, and the balance between positive and negative experiences (Girotti et al., 2017). There is no single agreed definition, as different fields interpret well-being differently. However, it is widely seen as a multidimensional concept, including emotional, psychological, and social aspects. For example, it can involve life satisfaction, positive emotions, and effective functioning in daily life (Wang et al., 2020). One common framework is Ryff's model, which includes autonomy, personal growth, purpose in life, self-acceptance, environmental mastery, and positive relationships (Bernstein et al., 2021).

Psychosocial Well-Being

Psychosocial well-being refers to the interaction between psychological health and social relationships. It involves emotional stability, the ability to cope with stress, and the capacity to form meaningful relationships (Kumar, 2020). Among youth, psychosocial well-being is critical due to challenges such as identity formation, economic pressure, and social expectations. High levels of psychosocial well-being are linked to better academic performance, healthy relationships, and positive social behaviour, while poor outcomes are associated with anxiety, depression, and risky behaviours (Patel et al., 2018). Social and environmental factors play a major role. Family support, education, employment, and community conditions influence how young people experience well-being (Ge, 2020). In Nigeria, unemployment, poverty, and weak support systems are key challenges affecting youth mental health. Psychosocial well-being is not just the absence of mental illness but also includes positive functioning, resilience, and a sense of purpose (Jiang, 2020)

Dimensions of Psychosocial Well-Being

Psychosocial well-being can be understood in three main dimensions: emotional, social, and psychological. Emotional well-being relates to the ability to manage emotions and maintain a balance

between positive and negative feelings. Youth with strong emotional regulation cope better with stress (Akkaya-Kalayci et al., 2020). Social well-being focuses on relationships and social integration. It reflects whether individuals feel connected, supported, and valued within their communities. Psychological well-being refers to personal development and self-realisation. It includes autonomy, purpose in life, and personal growth. Lack of opportunities, especially unemployment, can negatively affect this dimension (Virtanen et al., 2019).

Determinants of Psychosocial Well-Being

Psychosocial well-being is influenced by several factors, particularly economic conditions, employment, psychological state, and social support. Low income and unemployment are major determinants. Youth in low-paying or unstable jobs often experience stress, financial pressure, and reduced well-being (Karunanayake et al., 2021). Psychological stress is also common, especially among those facing economic hardship. Symptoms may include anxiety, depression, and emotional instability (Qiu et al., 2020). Social support plays a protective role. Support from family, friends, and institutions improves coping and reduces stress, while lack of support increases vulnerability to mental health problems (Groarke et al., 2020). Psychosocial well-being is shaped by the interaction of economic, social, and psychological factors.

IV. Theoretical Framework

Bronfenbrenner's Ecological Systems Theory (1979)

Bronfenbrenner's Ecological Systems Theory explains human development as the result of interactions between individuals and their environments. It identifies five systems: the microsystem (family, peers, school), mesosystem (connections between these settings), exosystem (indirect influences such as parents' work), macrosystem (cultural and economic structures), and chronosystem (time and life events) (Neal & Neal, 2013). The theory assumes that these systems are interconnected and that changes in one level can affect others. A major strength of the theory is its holistic perspective, as it considers multiple environmental influences on development. However, it has been criticised for being broad and difficult to measure, and for placing less emphasis on biological factors (Hayes et al., 2017). Despite these limitations, the theory remains useful in explaining how socioeconomic conditions shape psychosocial outcomes. It shows how factors such as poverty, unemployment, and social norms interact with family and peer environments to influence youth well-being.

The theory is relevant to this study as it explains how different environmental levels affect youth psychosocial well-being. At the microsystem level, family income, schooling, and peer relationships directly influence outcomes. The mesosystem highlights interactions such as family-school relationships. The exosystem includes factors like parental employment and community resources, while the macrosystem reflects broader issues such as unemployment and cultural expectations. The chronosystem captures life transitions and events that may affect youth development. The theory provides a framework for understanding how socioeconomic factors at multiple levels shape psychosocial well-being among youth.

V. Methodology

The study adopts a descriptive survey design. This design is appropriate for collecting quantitative data to describe existing conditions and examine the relationship between socioeconomic factors and psychosocial well-being among youth. It also allows data collection from a large population within a short period. The study population comprises youths in Ilishan-Remo, Ikenne Local Government Area of Ogun State. Based on the 2006 National Population Census, Ikenne LGA has a population of 461,743, with approximately 127,165 families in Ilishan. These families constitute the study population. The study was conducted in Ikenne LGA, Ogun State, focusing on Ilishan-Remo. The area is semi-urban, with notable institutions such as Babcock University and access to basic healthcare facilities. Despite these, challenges such as unemployment, low income, and limited access to mental health services persist among youth. The area was selected due to its significant youth population and observable socioeconomic conditions relevant to the study.

The sample size was determined using the Taro Yamane formula, and a total sample size of

398 respondents was determined using the formular. A multi-stage sampling approach was used. Purposive sampling was applied to select relevant participants. Simple random sampling was used to select streets within Ilishan. Convenience sampling was then used to administer questionnaires to available and willing respondents. Data were collected using a structured questionnaire. It consisted of sections covering demographics, socioeconomic factors, education, psychosocial well-being, and improvement strategies. Responses were measured using a five-point Likert scale (SA–SD). The instrument was validated through face, content, and constructs validity under the supervision of the research supervisor before administration. A pretest was conducted using 10% of the sample in Iperu-Remo. Reliability was assessed using Cronbach’s Alpha, with values above 0.7 considered acceptable.

A total of 398 questionnaires were administered to youths in Ilishan-Remo, Ikenne LGA, using face-to-face distribution across schools, community centres, and households to capture both in-school and out-of-school respondents; questionnaires were numbered to track return rates, and assisted self-administration was used where necessary. Informed consent was obtained, with respondents assured of confidentiality and no harm. Data collected were analysed using SPSS (version 26), employing descriptive statistics presented in tables and inferential analysis using Pearson Product Moment Correlation at a 0.05 significance level. Ethical approval for the study was obtained from the Babcock University Health and Research Ethics Committee (BUHREC), ensuring compliance with standards on consent, confidentiality, and participant protection.

VI. Results

Demographic Presentation

Table 1: Demographic Information of Respondents

Variable	Items	Frequency	Percentage
Age	15-19 years	106	26.6%
	20-24 years	163	41.0%
	25-29 years	84	21.1%
	30-35 years	45	11.3%
Gender	Male	141	35.4%
	Female	257	64.6%
Educational Level	No formal education	12	3.0%
	Primary	6	1.5%
	Secondary	34	8.5%
	Tertiary	346	86.9%
Employment status	Employed full-time	3	0.8%
	Employed part-time	72	18.1%
	Unemployed	276	69.3%
	Self-employed	47	11.8%
Monthly Income	Below ₦20,000	31	7.8%
	₦20,000–₦49,999	47	11.8%
	₦50,000–₦99,999	228	57.3%
	₦100,000+	92	23.1%

Source. Field Survey 2026

The demographic profile shows that the majority of respondents were young adults, with those aged 20–24 years forming the largest group (41.0%), followed by 15–19 years (26.6%). This

indicates that the study largely reflects the perspectives of active youth within early adulthood. The gender distribution shows a higher proportion of females (64.6%) compared to males (35.4%). In terms of education, most respondents had tertiary education (86.9%), suggesting a relatively educated sample population. Employment status reveals a high level of unemployment (69.3%), with only a small proportion in full-time employment (0.8%), indicating limited job opportunities among respondents. Regarding income, the majority earned between ₦50,000 and ₦99,999 (57.3%), while 23.1% earned ₦100,000 and above. A smaller proportion earned below ₦20,000 (7.8%), reflecting income variability within the sample. The demographic data indicate a youthful, predominantly educated population experiencing significant unemployment and moderate income levels.

Objective One: Ascertain how socioeconomic affect youth psychosocial outcomes.

Table 2: Socioeconomic Factors Affecting Youth

Items	SA Freq. (%)	A Freq. (%)	D Freq. (%)	SD Freq. (%)	Mean \bar{x}	SD
Low household income limits my access to education and skills development.	273 (68.6%)	104 (26.1%)	9 (2.3%)	12 (3.0%)	3.60	.68
Parental education influences my opportunities in life.	51 (12.8%)	230 (57.8%)	34 (8.5%)	83 (20.9%)	2.63	.95
Poor housing and living conditions affect my daily functioning.	225 (56.5%)	120 (30.2%)	6 (1.5%)	47 (11.8%)	3.31	.98
Lack of access to quality healthcare affects my general well-being.	68 (17.1%)	196 (49.2%)	46 (11.6%)	88 (22.1%)	2.61	1.01
Limited access to the internet and technology affects my career and academic progress.	212 (53.3%)	132 (33.2%)	15 (3.8%)	39 (9.8%)	3.30	.94
Average Weighted Mean					3.09	0.91
Income level of youths						
My monthly income is sufficient to cover my expenses.	165 (41.5%)	196 (49.2%)	15 (3.8%)	22 (5.5%)	3.27	.78
I have a stable source of income.	164 (41.2%)	178 (44.7%)	27 (6.8%)	29 (7.3%)	3.20	.86
My income allows me to save money.	81 (20.4%)	169 (42.5%)	46 (11.6%)	102 (25.6%)	2.58	1.08
I earn enough to support my dependents.	118 (29.6%)	176 (44.2%)	27 (6.8%)	77 (19.3%)	2.84	1.06

How would you rate your monthly income?	83 (20.9%)	180 (45.2%)	46 (11.6%)	89 (22.4%)	2.65	1.05
Average Weighted Mean					2.90	0.96
Unemployment or Underemployment						
Being unemployed/underemployed makes me feel anxious about the future.	151 (37.9%)	176 (44.2%)	19 (4.8%)	52 (13.1%)	3.07	.97
Lack of stable employment reduces my self-esteem.	82 (20.6%)	187 (47.0%)	31 (7.8%)	98 (24.6%)	2.64	1.07
Underemployment affects my ability to meet my basic needs.	110 (27.8%)	181 (45.7%)	26 (6.6%)	79 (19.9%)	2.81	1.05
Unemployment increases my dependency on family or others.	68 (17.1%)	167 (42.0%)	39 (9.8%)	124 (31.2%)	2.45	1.10
Unemployment/underemployment limits my participation in social and recreational activities.	117 (29.4%)	179 (45.0%)	38 (9.5%)	64 (16.1%)	2.88	1.01
Average Weighted Mean					2.77	1.04

Source: Field Survey 2026

The table above presents responses on socioeconomic factors affecting youth psychosocial outcomes. The overall mean score ($\bar{x} = 3.09$; $SD = 0.91$) indicates that respondents generally agreed that socioeconomic conditions significantly influence their psychosocial well-being. Across specific indicators, respondents strongly agreed that low household income limits access to education and skills development ($\bar{x} = 3.60$), suggesting income constraints as a major barrier to human capital development. They also agreed that poor housing conditions ($\bar{x} = 3.31$) and limited access to digital technology ($\bar{x} = 3.30$) negatively affect their functioning and opportunities. However, responses on parental education ($\bar{x} = 2.63$) and access to healthcare ($\bar{x} = 2.61$) were comparatively lower, though still within the agreed range, indicating moderate perceived influence. For income-related items, the average mean ($\bar{x} = 2.90$; $SD = 0.96$) shows general agreement that respondents experience moderate financial stability. While many indicated that their income covers basic expenses ($\bar{x} = 3.27$) and that they have some form of stable income ($\bar{x} = 3.20$), lower means for savings ($\bar{x} = 2.58$) and income sufficiency for dependents ($\bar{x} = 2.84$) suggest limited financial security and weak capacity for long-term economic planning.

Regarding unemployment and underemployment, the average mean ($\bar{x} = 2.77$; $SD = 1.04$) indicates agreement that these conditions negatively affect psychosocial outcomes. Respondents reported increased anxiety about the future ($\bar{x} = 3.07$), reduced self-esteem ($\bar{x} = 2.64$), and restricted social participation ($\bar{x} = 2.88$). Although respondents disagreed that unemployment increases dependency on others ($\bar{x} = 2.45$), the overall pattern still reflects perceived psychological and social strain associated with unstable employment.

Objective Two: Assess the current level of psychosocial well-being among youths in the study area.

Table 3: Level of Psychosocial Well-Being

Items	SA Freq. (%)	A Freq. (%)	D Freq. (%)	SD Freq. (%)	Mean \bar{x}	SD
I feel optimistic about my future.	115 (28.9%)	197 (49.5%)	30 (7.5%)	56 (14.1%)	2.93	.96
I am generally satisfied with my life.	194 (48.7%)	125 (31.4%)	20 (5.0%)	59 (14.8%)	3.14	1.06
I have strong support from family and friends.	83 (20.9%)	221 (55.5%)	30 (7.5%)	64 (16.1%)	2.81	.95
I am able to cope with stress and challenges effectively.	174 (43.7%)	139 (34.9%)	27 (6.8%)	58 (14.6%)	3.08	1.04
I feel a strong sense of belonging in my community.	101 (25.4%)	209 (52.5%)	45 (11.3%)	43 (10.8%)	2.92	.89
Average Weighted Mean					2.97	0.98

Source: Field Survey 2026

Key: SA=Strongly agree; A=Agree; D=Disagree; SD= Strongly disagree

Decision rule if mean is: 1-1.49= SD; 1.5-2.49= D; 2.5-3.49= A; 3.5-4.0= SA

The table above presents the level of psychosocial well-being among respondents. The overall mean score ($\bar{x} = 2.97$; $SD = 0.98$) indicates a generally moderate level of psychosocial well-being among youths in the study area. This suggests that while respondents are not experiencing severe psychosocial deficits, their well-being is not optimal and remains influenced by underlying social and structural conditions. Across individual indicators, life satisfaction recorded the highest mean ($\bar{x} = 3.14$), followed by ability to cope with stress and challenges ($\bar{x} = 3.08$). This implies that respondents demonstrate relatively strong adaptive functioning and resilience in managing daily life demands, even in the presence of socioeconomic constraints. Similarly, optimism about the future ($\bar{x} = 2.93$) and sense of community belonging ($\bar{x} = 2.92$) fall within the agreed range, suggesting that respondents still maintain a degree of hope and social integration despite prevailing challenges. However, perceived social support from family and friends recorded the lowest mean ($\bar{x} = 2.81$).

This is particularly important because social support is a central protective factor in psychosocial well-being. The relatively lower score suggests that respondents may be experiencing gaps in emotional or instrumental support systems, which could expose them to higher vulnerability under stressful socioeconomic conditions. The pattern of responses indicates an important internal balance: while youths demonstrate resilience and moderate satisfaction with life, their psychosocial well-being is potentially fragile due to weaker support structures. The standard deviation values (0.89–1.06) further indicate variability in responses, implying that psychosocial experiences are not uniform across respondents. The findings suggest that psychosocial well-being among youths in the study area is shaped by a combination of individual resilience and the strength of available social support systems. This reinforces the need for interventions that not only enhance coping skills but also strengthen family cohesion, peer support, and community-level social capital.

VII. Discussion of Findings

The findings indicate that socioeconomic conditions significantly influence youth outcomes in Ikenne Local Government Area ($\bar{x} = 3.09$). Respondents identified household income, parental education, housing conditions, healthcare access, and digital access as key determinants shaping their

opportunities and lived experiences. This suggests that socioeconomic positioning continues to structure access to education, skills acquisition, and broader developmental outcomes. Low household income emerged as a major constraint on access to education and skill development, aligning with Ogunmusire (2023), who similarly reported that financial deprivation limits educational progression and upward mobility among youths. Parental education was also perceived as influential, supporting Okafor and Nwachukwu (2022) and Akinwale (2023), who established that educated parents are more likely to provide academic guidance and career support. However, in line with Bronfenbrenner (1979), the finding suggests that parental education interacts with other contextual factors rather than operating in isolation.

Poor housing conditions were also associated with reduced daily functioning, consistent with Olatunji and Yusuf (2023), who linked inadequate housing to psychological stress and reduced well-being. Similarly, limited access to healthcare was reported to negatively affect well-being, supporting Olawale (2024), who emphasized the link between healthcare accessibility and youth health outcomes. However, Chukwu and Lawal (2025) suggest that informal social support may partially mitigate structural healthcare deficits. Limited access to digital technologies was found to constrain academic and career development, consistent with Adewunmi and Aleshinloye (2024) and Ogunlade (2023), who highlighted the importance of digital inclusion for educational and employment outcomes. Conversely, Verge and Pastor (2018) caution that unequal digital access may reinforce existing socioeconomic disparities. Result also indicated that youths in the study area report a generally moderate-to-positive level of psychosocial well-being ($\bar{x} = 2.97$). This suggests relatively stable emotional functioning, life satisfaction, and social connectedness despite prevailing socioeconomic constraints. The implication is that protective factors such as social support and resilience may be moderating the impact of structural disadvantage. Respondents reported optimism about their future ($\bar{x} = 2.93$), consistent with Akinwale (2023) and Olatunji and Yusuf (2023), who observed that optimism enhances adaptive capacity among youths in challenging socioeconomic environments. However, Conger et al. (2010) reported contrasting findings where economic hardship produced pessimism, indicating that contextual differences may influence future orientation.

Life satisfaction was also relatively high ($\bar{x} = 3.14$), supporting Ogunlade (2023) who linked life satisfaction to interpersonal relationships and perceived achievement. Nonetheless, Oishi (2015) argue that life satisfaction remains fluid and sensitive to economic and occupational instability. Strong family and peer support was reported ($\bar{x} = 2.81$), consistent with Okafor and Nwachukwu (2023) and Olawale (2024), who identified social support as a key buffer against psychological distress. However, Chukwu and Ibrahim (2025) caution that social support alone may be insufficient in contexts of persistent structural deprivation. Respondents also indicated effective coping with stress ($\bar{x} = 3.08$), aligning with Ogunmusire (2023) and Adewunmi and Aleshinloye (2024), who emphasized the role of resilience and coping strategies in psychological adjustment. Variations in coping capacity, as noted by Adetunji (2022), may depend on access to psychosocial resources and support systems. Finally, a strong sense of community belonging was reported ($\bar{x} = 2.92$), supporting Agha et al. (2024), who found that community integration enhances psychological stability. However, Verge and Pastor (2018) note that belonging is shaped by broader structural inequalities and social inclusion dynamics.

VIII. Conclusion

In relation to the first objective, the study concludes that socioeconomic conditions significantly influence youth experiences and opportunities in the study area. Factors such as household income, parental education, housing conditions, access to healthcare, and access to technology were found to play a central role in shaping educational attainment, skill development, and general life opportunities. These findings indicate that structural inequalities within the socioeconomic environment continue to determine the extent to which youths can access resources necessary for personal and academic advancement. Regarding the second objective, the study concludes that income level and employment status are key determinants of psychosocial well-being among youths. Stable income and employment were associated with improved emotional stability, higher self-esteem, and better coping abilities, while unemployment and financial instability

contributed to stress, reduced confidence, and limited social participation. The findings therefore demonstrate that economic security is not only a material concern but also a critical factor in shaping the psychological and social functioning of youths. Conclusively, the study establishes that socioeconomic factors and employment conditions jointly play a significant role in influencing the psychosocial well-being of youths in the study area.

IX. Recommendation

Based on the findings of this study, the following are recommended:

Government and relevant stakeholders should implement targeted poverty reduction and income support programmes aimed at improving household economic conditions, as low income, housing challenges, and limited access to services were found to significantly influence youth outcomes. This may include educational subsidies, housing improvement initiatives, and expanded access to affordable healthcare and digital resources.

Efforts should be made to reduce socioeconomic inequality by strengthening access to quality education and technological resources for youths in disadvantaged households, as these factors were identified as key determinants of opportunity and development.

Community-based and institutional support systems should be strengthened, as findings on psychosocial well-being show that family support, peer networks, and community belonging play a significant protective role in youth development. Structured mentorship and youth engagement programmes should be encouraged.

Psychosocial support mechanisms should be integrated into community development strategies to enhance emotional resilience and coping capacity among youths, particularly in economically disadvantaged settings.

Local authorities should promote inclusive community participation initiatives that foster a sense of belonging among youths, as social connectedness was found to significantly contribute to psychosocial well-being.

A coordinated approach that combines socioeconomic improvement (income, education, and access to services) with psychosocial support systems is recommended to ensure sustainable improvement in youth well-being in the study area.

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